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ABSTRACT

This manual was developed for use in studying the sociomoral competence of children in three kindergarten classes. The work described follows that of Robert Selman, whose goal was to build a structural-developmental model of children's reflective reasoning in several domains of interpersonal understanding. Each of these domains involves the underlying dimension of social perspective coordination, which is defined as, "the capacity to differentiate and integrate the Self's and Other's points of view." Selman's research on reflective interviews focuses on competence, while his research on enacted interpersonal understanding focuses on performance. This manual extends his work on the performance aspect. Selman conceptualizes strategies of expressed interpersonal understanding into four progressively decentered levels, then expands the conceptualization to include shared experiences. The goal of interpersonal negotiation is seen as separation from others, while shared experiences are viewed as leading toward intimacy and connection with others. With these two aspects as contrasting poles, one can conceptualize all social behaviors as existing on a continuum at each developmental level. In this manual, both shared experiences and negotiation strategies are used to assess young children's behavior. Codes define each behavior at levels 0, 1, or 2, with 53 categories of negotiation strategies, and 22 shared experience categories. (SH)

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A MANUAL FOR CODING YOUNG CHILDREN'S ENACTED INTERPERSONAL UNDERSTANDING

by Rheta DeVries, Halcyon Reese-Learned, and Pamela Morgan

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1992

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We are grateful for Betty Zan's assistance in completing the manual. She spent many hours combing transcripts for examples to be included with the category descriptions here.

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INTRODUCTION

This manual was developed in order to study empirically the sociomoral competence of children from three kindergarten classrooms (DISTAR, constructivist, and eclectic). The work of Robert Selman and his colleagues has smoothed our way. This work began in the early 1970s with the Harvard-Judge Baker Social Reasoning Project. Its goal was to build a structural-developmental model of children's reflective reasoning in several domains of interpersonal understanding, including conceptions of individuals, friendships, parent-child relations, and peer group relations. Each of these domains involves the underlying dimension of social perspective coordination, which is defined as the capacity to differentiate and integrate the Self's and Other's points of view (Selman, 1980) (See Table 1).

Selman has pointed out the necessity of distinguishing between interpersonal competence and interpersonal performance. His research based on reflective interviews focuses on competence whereas his research on enacted interpersonal understanding focuses on performance. This manual extends his work on the performance aspect.

On the basis of research with a broad age-range of children (Selman, Schorin, Stone, & Phelps, 1983; Lyman & Selman, 1985; Schultz & Selman, 1989), Selman conceptualized strategies of expressed interpersonal understanding into four progressively decentered levels, according to their underlying social perspective-taking processes. The levels describe developmental advance but do not meet all technical requirements for stages (Selman, 1980; 1990). They are highly situation-specific (See Table 2).

More recently, Selman and his colleagues expanded their conceptualization of interpersonal understanding in action to include what they have termed Shared Experiences (Selman and Yeates, 1987). In contrast to Interpersonal Negotiation Strategies where the developmental goal is separation from others, Shared Experiences are viewed as leading toward intimacy and connection with others. Conceptualizing all social behaviors as existing on a continuum at each developmental level, one can imagine that these two aspects are the contrasting poles, from negotiation at one end to shared experience at the other.

Using both Shared Experience and Negotiation Strategies to assess young children's behavior, coding then becomes a matter of defining each behavior at Level 0, 1, or 2. (Because of the developmentally advanced nature of Level 3, we did not expect to find evidence for it in 5-6 year old children and do not include it here.)

Table 1
Four Levels of Social Perspective Coordination

Level 0: Egocentric and Undifferentiated

At level 0, physical and psychological characteristics of persons are not clearly differentiated. This confusion between objective/physical and subjective/ psychological features is seen in the failure to distinguish between acts and feelings, and unintentional and intentional behavior. Subjective perspectives are not differentiated, so that the possibility that another person may interpret the same behavior differently is not recognized.

Level 1: Subjective and Unilateral

The key conceptual advance from Level 0 to Level 1 is the clear differentiation of physical and psychological characteristics of persons. Each person is acknowledged to have a unique, subjective, and covert psychological life. Subjective states of others, however, are thought to be directly observable. The relating of perspectives, moreover, is accomplished in one-way, unilateral fashion, in terms of the perspective of and impact on one actor.

Level 2: Self-Reflective and Reciprocal

The major conceptual progression as compared to Level 1 is the ability to step outside oneself mentally and take a second-person perspective on one's thoughts and actions, along with the realization that others can do so as well. People are understood to be capable of acting in opposition to their thoughts and feelings. Differences betweeen perspectives are seen relativistically. A reciprocity occurs, wherein the perspectives of self and other are both appreciated, albeit not in relationship to one another.

Level 3: Third-Person and Mutual

Level 3 reflects an advance over Level 2 in that children come to be able to step outside not only their own immediate perspective but indeed outside the self as a system. They can begin to take a truly third-person perspective. The self is seen as both actor and object, as are others. The perspective on relationships simultaneously includes and coordinates the perspectives of self and other(s), and the system is seen from a generalized perspective. Reciprocal perspectives are not only acknowledged, but seen to be in need of mutual coordination.

Note. From The INS Interview Manual (p. 7) by L. H. Schultz, K. O. Yeates, & R. L. Selman, 1989, Harvard University Graduate School of Education, Cambridge. Reprinted by permission.

Table 2
Four Levels of Interpersonal Negotiation Strategies

Level 0: Impulsive

Strategies at the first level involve primarily impulsive and physical behavior to get what one wants or to avoid harm. They are based on egocentric and undifferentiated perspective–taking skills, which are and do not differentiate subjective perspectives or distinguish between actions and feelings. Other–transforming strategies at this level use unreflective force to achieve a goal (e.g., hitting or grabbing), while self–transforming strategies rely on unreflective obedience or withdrawal to protect oneself (e.g., fleeing or hiding).

Level 1: Unilateral

Strategies at the next level consist primarily of unilateral attempts to either control or appease the other person. They depend on subjective perspective–taking skills, which differentiate subjective perspectives, but do not allow them to be considered simultaneously. Thus, other–transforming strategies at this level involve willful one–way orders to assert power, control the other person, and satisfy oneself (e.g., ordering or telling), while self–transforming strategies involve 'will–less' submission to the power, control, and wishes of the other person (e.g., obeying or 'giving in').

Level 2: Reciprocal

Strategies at this level involve attempts to satisfy the needs of both participants in reciprocal fashion through trades, exchanges, and deals. They rely on self–reflective perspective–taking, which not only differentiates between subjective perspectives, but also allows those perspectives to be considered simultaneously. Other–transforming reciprocal strategies consciously use psychological influence to change the other person's mind (e.g., giving reasons, going first when taking turns), while self–transforming strategies use psychological compliance to protect one's own interests by making them secondary to the other person's (e.g., bartering or going second).

Level 3: Collaborative

Strategies at the highest level involve attempts to collaboratively change both one's own and the other person's wishes in order to develop mutual goals. These strategies rest on third–person perspective–taking skills, which permit the ability to coordinate the self's and the other's perspectives in terms of the relationship between them, or from a third–person viewpoint. At this level, strategies are neither self– nor other–transforming but instead mutualistic, using self–reflection and shared reflection to facilitate the process of dialogue that leads to compromise and the construction of mutually satisfactory resolutions. They demonstrate concerns for a relationship's continuity, and the understanding that solutions to immediate problems have a bearing in that regard.

Note. From The INS Interview Manual (p. 8) by L. H. Schultz, K. O. Yeates, & R. L. Selman, 1989, Harvard University Graduate School of Education, Cambridge. Reprinted by permission.

The report on our study of children's sociomoral competence is published in the *Early Childhood Research Quarterly* (DeVries, Reese-Learned, & Morgan, 1991). In the same issue the reader will find our report on the companion study of teachers' interpersonal understanding (DeVries, Haney, & Zan, 1991) as well as commentaries and replies.

OUR RESEARCH SITUATIONS: GAMES AND STICKERS

In our study of children's enacted interpersonal understanding, we employed a teacher-made board game and a sticker-division situation as two settings in which children could interact fairly independently of adults and in which their natural interests could provide a high level of motivation for interpersonal engagement.

Board-Game Situation. The board game was the first naturalistic situation. It was designed to provide a context in which children not only would be motivated to cooperate, but also would be likely to engage in interpersonal conflict due to opposed self-interests (since each tries to win).

The game called Halloween Run was used in which players roll a die and move their markers around a board to see who first reaches the picture of Trick or Treaters at the end of a path in the middle of the board. Spaces were 40 squares drawn on a 16" x 20" poster board. In each space was a Halloween sticker showing a pumpkin, a tree, a witch, a haunted house (3 spaces) or a ghost (3 spaces). If a player landed on a ghost, she was supposed to go back to the nearest haunted house. If a player landed on a space occupied by another player, the player on the space first was supposed to return to Start.

Sticker-Division Situation. The second naturalistic session was designed to induce a stronger conflict of interest between the children in a pair (same pair combinations as in the game sessions). In this session, the research assistant (RA) showed the child an 8-1/2" x 11" board on which were glued 15 different colorful stickers. The RA said, "I would like to give you some stickers. Before I get some for you, I need to know which kind you like. If you show me which ones you like on this choice board, I'll go see if I have some others like them. Can you point to the ones you like best/don't like? Now I can't take these off the board, but I'll look to see which ones I have with me today." The RA then presented five stickers, one liked by both children and four disliked by both, saying, "These are all yours to keep. You need to talk it over and decide who gets each sticker. I want you both to be happy, so talk it over and decide." She then placed the stickers on the table and withdrew. When children indicated they were finished, the RA returned, saying, "Have you decided who gets each sticker? What did you decide?" Then she asked each child, "Is it OK with you that _____(other child) has those? Does _____ have any stickers that you want?" If either child indicated dissatisfaction, the RA said, "Oh, I see that you both want _____. Do you want to decide some more?" She then withdrew again. This procedure was repeated once more if necessary. Then, if one child was still unhappy, the RA "found" another desired sticker so that both went away satisfied.

Analyses. Detailed transcripts were written from videotapes of the game and the Sticker-Division Situation. Using both videotape and transcript, two coders blind to children's program identities coded all NS and SE in game and Sticker-Division Situations. Thus, interpersonal understanding was assessed at the moment of interaction. Percent agreement between blind coders (second and third authors) on categories was 85% on a first pass through game data as the coding manual was being revised. Working further to develop the coding manual, the senior author (not blind to program identities) also coded all pairs independently. With the finalized coding manual, percent agreements between the senior author and blind coders (who each coded half the data) were calculated using 40% of game data and 64% of sticker-division data. Agreement on game data was 92% for categorizing an interaction as SE or NS, 91% for level, and 88% for category. Agreement on sticker-division data was 68% for categorizing interaction as SE or NS, 68% for level, and 59% for category. Almost all disagreements were resolved through discussion to 100% agreement. In the case of unresolved disagreement, an interaction was coded according to the blind coder's judgment.

Revision of the Coding Manual

To assess children's interpersonal understanding in two situations (board game and sticker-division) in a comparison study of three kindergarten programs (DeVries, Reese-Learned, and Morgan, 1991), we began with a manual for coding approximately 57 categories of Interpersonal Negotiation Strategies (INS) that was developed by colleagues of Selman (Stone, Robinson, & Taylor, 1980). We also consulted publications by Selman and colleagues. Because the Selman work was done with older children (pre-adolescents and adolescents), we revised their manual for use with younger children and our particular situations. We added, revised, and eliminated categories, with a final total of 53 NS categories. In addition, we developed 22 Shared Experience categories.

We consulted with Robert Selman and his colleague Lynn Shultz in the course of our work and think that we have not only remained consistent with their general definitions of levels, but also that we have been able to explore new territory and contribute to further operationalization of levels of interpersonal understanding.

Operational definitions and examples provided in this manual illustrate how we coded children's interpersonal understanding. It should be remembered, however, that coding was based on consideration of both transcripts and videotapes. Our written examples sometimes may give an inadequate picture of an interaction because they are taken out of context and do not include all the information gained from the video.

We have begun each new category on a new page so the manual may be organized in a binder with a tab for each category, to facilitate use.

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GENERAL COMMENTS ON CODING INTERPERSONAL UNDERSTANDING

Assessment of interpersonal understanding requires clinical judgment. The levels and categories are not to be coded mechanically. Take, for example, the verbalization "OK". Sometimes "OK" is an acknowledgement, and sometimes it is a type of verbal punctuation or talk to oneself. The preoccupation of the coder must always be with the psychological function of the behavior. Does a particular action or verbalization function as an acknowledgement? The tone of voice, nonverbal behavior, and, of course, the context of previous interactions are all useful in arriving at a meaningful code.

In determining the level of a particular negotiation strategy (or shared experience), Selman and Demorest (1983) suggest attending to the following three elements in a behavior:

1) How Self and Other are construed (the cognitive component)

2) The way in which affective disequilibrium is perceived and controlled (the emotional component)

3) The primary purpose being pursued (the motivational component) (See Selman and Demorest, 1983, for a discussion of these elements)

LEVEL 0 Shared Experiences

Notes drawn from Selman's writings

Contagious Imitation

Characterized by impulsive and motoric activity between Self and Other intended to serve a function of mutuality. One child may begin a competition with an impulsive action (such as burping, or making faces) that is spread through an unreflective process of contagion, to the other child.

Construing the Other - The Other is construed as meeting the Self's immediate needs, not as a person possessing an inner life to be discovered or explored for the potential of intimacy.

Activity - often poorly regulated, requiring intervention from a competent adult

Primary Purpose - To stimulate connectedness with the Other, even if quite primitive and unregulated.

Affective Equilibrium - May be out-of-control silliness or laughter as one imitating the other impulsively.

In general, there is a movement in interrelatedness between children from establishing power and autonomy, over topics of what to play and object use, towards intimacy and connectedness.

0-MIMICKING OTHER'S ACTION

Impulsively repeats the Other's action, usually with an out-of-control quality; may occur in conjunction with Verbal Mimicking. See 0- and 1-VMIM and 1-AMIM.

0-SIL	E	(leans over, talking into microphone) I-tell-you! (smiles, looks into camera)
0-VMIM 0-AMIM	L	Woo-gah-guh! (mimics E's words above in nonsense intonation, into microphone; smiles)

0-ROLL-MOVE

Rolls die and moves marker, without verbal or nonverbal engagement with Other. Code 0-RM if child counts in whisper or simply moves mouth, counting only for Self and not to communicate with Other. These units are intended to indicate behavioral segments without interpersonal interaction.

Roll-move is a category about which we felt ambivalent. This behavior can occur in a quiet, companionable context, or it can occur in a context of interpersonal distance in which the other is treated as an object. We therefore calculated the percentages of the levels in two ways: omitting Roll-Move and counting it as Level 0. Results omitting Roll-Move are the more conservative account in our study.

0-RM R (rolls, moves 2 spaces)

0-RM T (rolls, moves 4 spaces)

1-CASS S 4

1-CASS A 1,2,3,4,5

Do not code 0-RM if there is codable behavior in the behavior unit, such as 1-CASS here.

Code 0-RM and 1-CHE if child cheats since cheating is interpersonal.

1-CHE LaT (holds die in lap while she looks it over,
0-RM places it on board; moves 6 spaces

1-CHE LaT (turns die and places on board)

1-CRI LaR I see you.

0-RM LaT (moves 6 spaces)

0-RM LaR (rolls, moves 5 spaces)
1-WIW

Note: Do not code 0-RM if there is codable interpersonal behavior in the behavior unit. Exceptions: Code 0-RM and 1-CHE if child cheats since cheating is not directly interpersonal. Also code 0-RM and 1-WIW when it is nonverbal 1-WIW.

0-PG L (grabs O's hand) That was 3. (rolls, moves 2)
1-CNEG
0-RM

Here, the grabbing was on O's turn and not L's turn. So the roll-move was a separate segment.

If there is only an unintelligible verbalization on a roll and move, code U and not RM. It's not fair to consider this unit non-interactive when there was an interaction we cannot interpret. Do not code U when there is other codable behavior.

0-BEING SILLY

Nonsensical play, verbal or nonverbal; affect is amused, humorous, may appear somewhat out of control behaviorally. "Acting out" behaviors that appear to be intended to entertain other child. Positive dynamic. May include talking about sexual or bathroom topics with delight.

Note: Exaggerated vocal tone and behavior are not coded 0 if they remain regulated by rules of game. Also note: Does not include language play with nonsense syllables to oneself.

0-SIL E (Talks into mike) Tinkerbell, do you please, don't hit me.

0-SIL L (Laughing) Is you on? (to microphone) Michael, kiss me down (looks into camera)

0-SIL L (laughs as die spins; slaps hands; shakes die) Pedie. . . Pedie (in sing-song voice).

0-SOLITARY ENGAGEMENT IN COLLECTIVE ACTIVITY

Pursues individual activity, avoidant of engagement with Other. "Collective activity" is pursued alone, following withdrawal from interpersonal interaction. Not companionable parallel activity.

0-SOL E (gets up, leaves table, starts marching around room counting out loud) 1,2,3,4,5,6,7. . .

0-SOL L 2, ooh. (playing by herself at table; moves her marker 2 spaces)

1-EXC L Don't play with me. I don't want nobody with me.
0-SOL I'm gonna win by myself (starts to roll and move).

0-SOL E (Continues to march around room, counting)

0-SOL L (rolls and moves)

0-SOL S (Leaves table again) Gonna read me a book.

1-AA A (rolls) Do y'll have a book that's made out of a
0-AA square? (looks at adult) I wish they had the books that the red group has.

O-MIMICKING OTHER'S VERBALIZATION

Impulsively repeats words or nonsense syllables that the Other has said; does not have to be exact repetition of words but can also be imitation of tone of voice and similar words.

E 6. 1,2,3,4,5,6. Aaaaaaah!

O-VMIM L Aaaaaah!

LEVEL 1 Shared Experiences

Notes drawn from Selman's writings

Expressive enthusiasm

Characterized by sharing actions more consciously than at Level 0, but in a unilateral, hence somewhat paradoxical way. One child compels the other to participate in an activity through a kind of expressive enthusiasm, and the other child willingly follows.

Construing the Other - The Other is viewed as a means of sparking opportunities for the Self's preferred activities. While discussing interests and needs, eye contact is often infrequent or absent.

Activity - This level can be seen in children's fantasy or pretense games where the children take turns at being in charge (e.g., telling the make-believe story or controlling the pretend laser gun), although both clearly accept the mutual nature of the experience. Two girls may discuss their Barbie dolls and accessories, but do so through a sort of "parallel play," a cataloguing of what each has rather than a genuine sharing.

Primary purpose - To provide an activity in which both children can participate; but from the Self's perspective, only achievable through taking control periodically.

Affective equilibrium - Often lower in intensity than Level 0, with evidence of pleasure and enjoyment in the immediate actions in which both children participate.

1- ACKNOWLEDGING MINIMALLY

Verbally or nonverbally indicates minimal neutral or positive recognition of other. The child does recognize the behavior of another child, but in a perfunctory manner. This includes affirming other's verbal or nonverbal behavior. May take the form of simple agreement: "Yeah", "Uh huh," "All right," or "OK," in response to other. Giving a negative "No" to a question is an acknowledgment.

1-IQ Y You were right here?

1-ACK L (nods)

1-IQ J What does this say (writing on board)?

1-ACK V Nothing.

2-IQ Je You counted one from here (Start)?

1-ACK Ju No, I went here (points to first space)
1-SHO

When one child points to the space he thinks the other should move to and the other complies, the compliance is 1-ACK.

LaR (rolls, moves marker 2 spaces, pauses)

1-SHO La T (points to ghost, next space)

1-ACK La R (moves her marker to Ghost and back to Haunted House)

1-RUL L Go back.

1-ACK P Huh?

1-CLA A I got a yellow. I'm first.
1-CLA

1-ACK D All right. I'm green.
1-CLA

TAA	A	You know what he said to me? You know what the monster said? (looks at adult)
1-ACK 1-IQ	D	He said boo! Where's the dice?
1-ACK	A	Here you go (die is on floor; pushes it over to him with his foot)

1-ATT	Je	You know what?
1-ACK	Ju	What?

1-MIMICKING OTHER'S ACTION

Playfully and consciously mimics some motor activity of the other child. (See also 0- and 1-VMIM and 0-AMIM).

1-ASS	A	(to adult) I'm gonna get a drink of water. (gets up to leave)
1-AMIM	D	Me, too. (gets up to leave also)

1-FT	D	Woo, I'm sinking (slides off chair)
1-AMIM	A	Me, too. (slides off chair) I'm coming.

1-TRYING TO GET OTHER'S ATTENTION

Triesg to get the other's attention. May take the verbal or nonverbal form of "See what I can do."

1-ATT J (banging on metal shelf under desk, making quite a lot of noise, looking expectantly at J)

1-ATT J (Scooting chair back to wall and making silly noises) Look how far I am (from table)

1-CASS Ju (moves) 1,2,3,4,5,6.

1-ATT Je You know what?

1-ACK Ju What?

1-COUNTING WITH THE OTHER

Counts dots on die or spaces as other counts, when it is other's turn.

Note: Counting with other may not be audible, but score as CNT if lips are observed to move. Do not score if child simply watches the other's counting.

1-CASS K (rolls) 1,2,3,4. Four

1-CNT C Four.

1-CASS K (rolls) 1 (die) 1 (space)
1-CASS

1-CNT C (counts with K, rolls) 3. 1,2,3 (spaces)
1-CASS
1-CASS

1-CASS K (laughs, rolls) 1,2,3,4,5.

1-CNT C 3,4,5 (counts with K)

1-TALKING IN FRIENDLY WAY

Converses in casual, relaxed manner with friendly tone of voice. Children exhibit friendly rivalry. Includes talk about hypothetical competitive advantage in light or humorous way when in a game.

Note: Code 1-CPT if fierce or competitive tone of voice.

Be alert to the possibility that competitive words may have a shared experience meaning.

1-FT K You're on the haunted house.

1-FT L Oh, I'm gonna get on a ghost.

1-FT K (whispers) Get 6.

Note: Stating a rule of the game is not FT, but 1-RUL.

1-RUL A (rolls, moves 1 to G and back to HH) Go to the haunted house.

1-FT P Uh-oh, you're catching up with me (friendly, excited voice tone)

Note: Same comment spoken in complaining tone would be scored 1-COM; in angry or hostile tone, 1-CPT.

1-FT L I ain't giving my little brother one (a sticker). I'm giving my little sister one. I'm going to give my brother that stinky old dragon.

1-FT R I'm gonna give my sister this and I'm gonna give my little brother that.

1-FT L Pedie, I'm gone get Pedie.

1-FT P Nah, you're not gonna catch me.

1-PLAYFULLY INTERACTING WITH OTHER

Acts or verbalizes in a lighthearted manner, playful in quality. May be response to a tease. May be nonsense.

1-PLA	L	Pedie, Pedie, Pedie.

2-TEA	C	(picks up die and puts it behind back, grinning at K)
1-PLA	K	(grabs behind C's back)
SL		Both laugh
2-TEA	C	(Puts die in front of self, close to body, trying to keep it away from K)
1-PLA	K	(grabs for die)
2-TEA	C	(Puts die behind back)
1-PLA 1-DEM	K	(reaches behind C's back) Give it me.
1-ACK	C	(puts die on board)

2-FEE	T	Do it again? (play another game)
1-ACK	J	Yah
1-PLA	T	Shhhh(moves marker around path to start)
1-VMIM 1-AMIM	J	Shhhh(moves marker around path to start)

Note: "Tease" is an initiative, "being playful" a response; but being playful is not always a response to a tease.

1-PRETENDING

Expresses ideas that depart from reality or the possibility of reality; pretense; wishful thinking; acting out roles and behaviors of other people. Intended as communication to Other, not only to Self, but still unilateral in the sense that content of fantasy or pretense does not include Other. (See 2-PRE)

1-FT J I jumped over him (ghost).

1-ACK N Oh.

1-PRE J 'Cause he didn't catch me, right?
2-CHOW

Note: The following is not fantasy, but friendly talk about the game. Since the word "boo" is written on the space, we cannot assume that this is pretense. It may just be acknowledgement of the identity of the space and its special significance.

1-FT N (lands on ghost) Boo!

1-VERBAL MIMICKING

Repeats other's words in a playful way. A conscious, reflective imitation of word sounds and/or tone of voice of the other. See 0-AMIM and 0-VMIM for more impulsive mimicking.

1-CLA	V	My turn (rolls). 5.
1-VMIM	J	5, 5, 5, 5, 5.

1-ASS	J	Green
1-VMIM	V	Yellow yellow.

Note: This is marginal since the actual words are not repeated, but it seems here that V has the idea of playing with the color name following J's verbalization of "green."

1-IQ	J	Do you see any more haunted houses?
1-ACK	V	Haunted house (points)
1-VMIM	J	Haunted house, haunted house (pointing to house)
1-VMIM 1-AMIM	V	Haunted house, haunted house, haunted house, haunted house (pointing to Haunted House)

LEVEL 2 Shared Experiences

Notes drawn from Selman's writings

Reciprocal Reflection

Characterized by reciprocal reflection on the experiences of actions, especially given a joint history of time spent together. Both children share in divulging their wishes, dreams, and concerns, although still more focused on the Self than the Other

Construing the Other - The Other is viewed as a person with psychological needs and desires unknown to the Self. There is genuine interest in the Other's interests. Children may face each other, engaging in frequent eye contact, occasionally leaning towards each other.

Activity - Reflects a balance of power that is rather fluid, rather than one child continually dominating the Other.

Primary purpose - To gain consensual validation from the Other, often in terms of the Self's or a third person's actions, attitudes, or personality.

Affective equilibrium - Adequately modulated, may include smiling, eye contact, and laughter.

[See coding manual for assessing teachers by DeVries, Haney, and Zan (1991) for description of Level 3.]

2-COMMISERATING AND CONSOLING

Expresses sympathy for another's distress or difficulty, or tries to console. May include an element of encouragement.

1-COM	K	Ehhh! (hits table) You always gettin' six!
1-SHO	J	So, that's how it goes (not a taunting tone)
1-COM	K	You went one turn and I didn't . . . (whines)
1-SHO	J	Cause ya'. . . 'cause when you do like this. . . (shakes die) sometimes. . . it do like this. . . or
2-COM		like this (shakes die) or like that. . . You gonna get 6! (encouraging tone)
1-NEG	K	No, I'm not, I didn't even get 6.
1-COM		

2-ELABORATING OTHER'S IDEA

Reflects peer's idea in expanded form that demonstrates to Other that he or she is understood.

We found no instances of this category in our study.

2-TALKING IN FRIENDLY WAY

Engages in friendly talk that reflects a coordination of Self and Other.

2-FT	J	We won (both got markers to TIs)

(Both K&J roll 2s)

2-FT	K	Uh-oh, both of us gettin' the same now.

(Both boys' markers were on same space; conflict; resolved by both staying on same space)

2-SAT 2-CHOW	A	So me and you gonna stay there, right?
2-FT 2-SEC	D	Right, me and you are both there. Lemme tell you a secret, lemme tell you (leans over, begins whispering).
1-CASS	C	(rolls) One. (moves)
1-CASS 1-CASS	G	(rolls) One. (moves) One.
	C	(rolls)
2-FT	G	You got one and I got one.

2-PRETENDING WITH THE OTHER

Engages in pretend play that assigns complementary roles, or some form of coordination.

1-FT	J	I jumped over the ghost, like that.
1-FT 2-PRE	N	. . . and then you're gonna won. I'm the baby and you're the daddy (points to TTs)
1-ACK 2-PRE	J	Yeah. . . I'm a tracy and you're a tracy (points to markers)

2-RECALLING PAST SHARED EXPERIENCE

Comments to reflect on an experience shared by Self and Other in the past. The intent is to reshare the experience.

2-PSE J You pulled this up like this (lifts playing board from one end)

Note: This occurs as the first utterance in a session and seems to refer to something done in the first session in which the two learned to play the game.

2-PSE J When we played the game on the back (of the board), we went (moves marker along spaces to demonstrate)

Note: Although we do not know what J refers to, it does appear that he is thinking about something shared on another occasion.

A (to adult) I remember how to play this game.
2-IQ (to child) You remember how to play this game?

1-ACK D Yeah. We had three or two (games).
2-PSE

Note: A reference to a past event that was not a shared experience is not coded PSE.

2-SHARING SECRET

Says something to Other in a conspiratorial or secretive fashion, indicating exclusivity of communication. Also, listens to exclusive communication.

2-SEC	D	Shhh! (looks toward activity on other side of screen, gives conspiratorial look)

2-SEC	D	Shhh (someone enters room behind screen) Act like nobody's here.
2-SEC	A	(crawls to look) She gone.
1-ACK	D	Good.

(Both boys' markers were on same space; conflict; resolved by both staying on same space)

2-CPM 2-CHOW	A	So me and you gonna stay there, right?
2-FT 2-SEC	D	Right, me and you are both there. Lemme tell you a secret, lemme tell you (leans over, begins whispering).

2-TALKING TO THE ADULT FROM PERSPECTIVE OF SELF AND OTHER

Makes conversation with adult from the point of view of both the children. May include announcements of game events ("I won"), asking for materials, or asking for permission. This is a category distinct from 1-AA. This category does not include responses to the adult. We did not code responses to the adult.

2-TAA JE It's taking a picture of us? Again?
2-PSE

2-TEASING PLAYFULLY

Tries playfully to fool the other in way that reflects taking the other's perspective. (It is not out-of-control silliness). There is no attempt to cheat, harm, or antagonize the other.

A tease may be withholding something from the other or deliberately misleading another, but is characterized by a playful quality that communicates a non-malevolent intention. It involves thinking about what the other thinks, and acting in terms of what the other may think.

Note: See 1-PLA.

1-IQ	S	Where's the dice?
2-TEA	M	(sits on die) We don't have the dice.

2-TEA	C	(Puts marker behind back, grinning at K)
1-PLA	K	(Reaches behind C)
1-PLA	C	(Brings die forward in front of self)
1-PLA	K	(reaches in front of C for die)
1-PLA	C	(puts behind back)

	A	(looks for die, looks at D)
2-TEA	D	I haven't got it.
1-DEM	A	Open your hand.
2-DIR	D	(offers 2 fists) Which one?
1-ACK	A	(touches both fists)
2-TEA	D	Wait a second (hands behind back)
1-DEM	A	Give me, D.
2-DIR	D	(presents two fists) Which hand?
1-ACK	A	(chooses)
2-TEA 1-ACK	D	(opens both empty fists, had left die behind back) All right (puts die on table).

LEVEL 0 Negotiation Strategies

Notes Drawn from Selman's writings

Physicalistic Impulsivity

Characterized by physical, unreflective impulsivity, or acting out feelings of frustration directly.

Construal of Self and Other

Construing one or both as objects, as objective barriers to each other's quest for a goal, without appearing to consider the Self or Other as having subjective interests within the context of the negotiation; Other is useful only as tool.

If the Self positively values the other, it is to a large degree based upon how quickly and successfully the Other cooperates with the Self's immediate, goal-directed activity and only minimally based, if at all, on the connection and commitment of the ongoing relationship. Any action of another that blocks movement toward the Self's goals is experienced as thwarting and frustrating by virtue of its effect on the Self, without any consideration of the intent or feelings motivating the actions of the other. Thus when the other hinders the Self, he or she is "bad" and when helpful "good" (at least for the moment). Noncompliance by Other may be experienced as an absolute rejection; indeed it may even be taken as a negative evaluation of the Self.

Speaker's raw will is expressed

Out-of-control impulsive rage or panic reflects no perspective on the negotiation

Overwhelming the other

Cutting off further interactive process

Ignoring the Other as having no vested interest or claim whatsoever in the context

Primary purpose: to achieve a self-defined goal without any consideration of goals, purposes, or interests of Other

Affective Disequilibrium:

Cause and locus diffuse, global, all-encompassing, undifferentiated, and out of control

Way of dealing with: relief must come from external source

O-ASKING THE AIR

Requests something without specifically engaging another person's attention. Also includes comments aloud that seem to be appropriate for a specific person, but the speaker makes no effort to see if anyone is listening or attending to her.

O-AA A I wish they had the books that the red group has (neither looks at adult, who has just non-responded to his initiative, nor at S who is playing game alone)

0-BEING OVERWHELMED BY OTHER

Acts as if he or she is literally under the spell or will of another. Characterized by being emotionally dominated or cowed by another and capitulating to Other's demands. May involve unthinking obedience to the Other's commands, as if the Other had some kind of direct control over Self. No will or feelings experienced by the Self are integrated into the individual's interactive plan. Instead, it is the Other's perceived wishes which are unreflectively followed, as if there were no differentiation between the perceived wishes of Other and Self.

See 1-WIW: If giving in follows speaker's initiative, code 1-WIW

Note: Simply following another's instruction does not necessarily imply 0-BO.

	T	(marker lands on G)
1-RUL	C	(points to HH) Go back right here.
1-ACK	T	(moves marker to HH)

The difference here is that in 1-ACK, free will is exercised.

The following is ambiguous:

	R	(lands on L's space)
0-PG 1-RUL	L	(puts hand on R's and moves it back to Start) You got to go back.
0-BO	R	(lets her hand be guided and leaves marker on Start)

0-PG 1-RULP	LaT	(tries to take LaR's marker away from her, whispers) You can't cheat.
0-BO	LaR	(hangs on to her marker as LaT pulls on it, hangs head)

(L and O both try to pull dinosaur sticker away from other)

0-BO	L	(lets go and picks up another)

0-COMPETING IN MEAN WAY

Expresses unfriendly competitive attitude, as distinct from friendly rivalry. May be strong delight in other's misfortune. May take a "nya-nya" tone.

But: Saying "I'm going to win" is 1-CPT.

1-CASS	J	(rolls) 1,2,3 (lands on ghost)
0-CPT	D	I beat you. Baa! (Grabs marker before J can get it; moves J's marker back to HH)
1-CASS	J	6 (moves D's marker to T or Ts)
0-CPT	D	Haa. I won this time.

O-DENYING AND REJECTING OTHER

Fails to respond to clear, repeated overture by Other. Also code O-DR if the response to an overture completely devalues the Other's action or initiative.

Ignores the active strategies of the other. An example is a child who reacts to a request to finish play and come to dinner by completely ignoring the request.

1-CHE	N	1, 2 (skips space J is on and ghost)
1-CRI	J	That's cheating.
O-DR	N	So! (Does not change move)

Note: Behavior ignoring other may be negation.

1-RUL	LaT	(Points along board, tracing with her finger back to Start position where she thinks LaR should go)
1-NEG	LaR	(Whispers, ignoring LaT, rolls die, moves her marker 4 spaces)
1-GET	J	You went (first) yesterday.
O-DR	D	(shakes head) So, that's OK (sets die down to proceed).

1-CHE	K	(turns die in hand, looking for number)
1-RULP	J	Naww!
O-DR	K	(continues looking at die, does not respond to J)

1-CRI 1-DEM	J	You ain't listening to my words. I said we got to start over.
0-DR	K	(turns away from J, starts playing with back of chair)

(D is ready to return to class, but C is not satisfied).

2-SUG	C	This one for that one. (reaches to point to one of D's stickers.)
0-PG 1-MOC 1-DEM	D	(blocks C's hand with his elbow). I'll give it to you when we get in the room. C'mon. I'll give you all of 'em. C'mon. C'mon.
0-DR	C	(No response)
1-MOC	D	I'll give you this and this and this and this. I'll give you all my stickers.
0-DR	C	(No response)

O-HITTING OR SHOVING

Hits with intention to hurt or shoves with intention to move the other as an object, in contrast with playful or half-serious slapping and shoving. May be a nonverbal request in which the speaker hits the other in order to get what she wants.

No examples in our study.

O-INSULTING

Calls the other a name or uses an insult either to tell the Other to do something or to justify the Self's position. There is no reflection on the Other's point of view.

O-INS	K	Boy, can't you count?
O-INS	N	Cheater!
O-INS	J	You're bad. (Other was violating rules.)
1-CRI	J	You went (sets down die on "six"). . . like that!
O-INS	K	(makes face at J, reaches for die)
	J	(rolls die, die falls off table)
1-FT	K	Uh-oh (retrieves die)
1-GET O-INS	J	It's still my turn! Kiki-pants.
1-NEG O-INS	N	No, you loser (moves his marker back to ghost space after J had moved it ahead to finish). Fa-ke.

0-PHYSICALLY GRABBING

Uses physical force to get something or to make someone do what one wants.

See 1-OFF

The mere fact of touching the other does not automatically mean 0-PG. A touch as part of showing may not be impulsive or coercive, for example.

0-PG	S	(grabs one of M's stickers)
1-ASS	M	I have too much.
0-PG	S	(reaches for M's)
1-NEG 1-ASS	M	(withdraws) I get all of it.

1-CASS	L	Wait a minute . . . 1 (starts to move her marker on first space)
1-CNEG 0-PG	E	No! (grabs her hands)

Includes knocking over the other child's marker, deliberately.

Code 0-PG if unsuccessful grab is result of Other's withdrawal, or if actor would have grabbed if not for withdrawal.

Code 0-PG if in course of moving Other's marker, child grabs it to keep Other from moving it. Note: Simply moving the Other's marker is 1-OFF,

When a child reacts to 0-PG by withdrawing, code 0-PG if reaction is purely impulsively physical. Code 1-NEG if accompanied by verbalization that justifies withdrawal.

	Eri	(shakes die)
0-PG	Ern	(grabs Eri's wrist and die falls from her hand into his lap)

Note: In a game situation, when the die is held out of the other's reach, this seems to be more of a negation than 0-PG. In one instance, the gesture was accompanied by "No, it's my turn."

	K	(moves marker incorrectly, counting Start as "one")
0-PG	J	Nope! (grabs K's hand that holds the marker, pushes it back to Start)

1-CHE	J	(rolls die, looks at number, picks up to roll again)
1-RULP	K	No! You went. . .
0-PG	J	(rolls die again and throws up arm to push K away)

1-CLA	D	I'm first (puts marker on Start).
1-NEG	C	I'm first.
1-NEG	D	I'm first (picks up die)
1-NEG	C	I'm first (reaches toward die)
1-NEG	D	I'm first (pushes C's arm away)
0-PG		

0-DISREGARDING RULES

Violates rules flagrantly, with probable consciousness of Other's knowledge. Provocative attitude. Action in violation of rules of game (for example, bouncing marker along path without 1-to-1 correspondence, in a silly or defiant way). May include "claim" ("I'm right here"). Do not score as 1-CLA when it is done to be silly. May seem to be distraction from conflict.

Note: Code 0-RD when 1-CHE behaviors (like rolling twice on a turn) are provocative, impulsive, or defiant, with disrespectful attitude to other. See 1-CHE

	A	(leaves and goes to bookshelf)
1-CPT 0-RD	S	I'm gonna win (moves her marker forward along path)
1-NEG 1-CRI	A	No, you was cheatin'.
0-RD	S	I'm driving my car (moves marker further along path)
1-RULP	A	That's not part of the game.
0-RD	S	I'm driving my car (moves marker all the way to the end)

Note: While fantasy is involved, this is not SE.

1-AA 0-RD 1-CASS	A	(after having to go back to start) Can I just stop right here (to adult) (on 2nd space after 1st corner; puts marker on corner space opposite start; rolls) 12345 (spaces)
0-RD	S	(moves marker from 2nd leg to 3rd corner; rolls and moves)

0-RD	J	(lands on ghost, goes back to the Haunted House space, then moves to next Haunted House space)

1-JME 0-RD	A	I gotta go to this one, though (jumps marker ahead, putting it on space before 2nd Haunted House where D's marker is)

1-CHE 1-CLA	M	(Turns die to 6) Look, I made 6, too. 12345 (skips over several spaces to space

0-RD where S is) 6.

0-RD L (starts to move her marker without rolling die)

0-RD L (scowling, starts to move her marker, without counting, up towards End space)

1-DEM J Get outa my chair!

0-RD K (Moves to own chair, turns back on J, starts turning die, looking for number)

1-CASS M 1,2 . . . (moves two large hops, disregarding spaces)
0-RD

R (lands on ghost, goes back to Haunted House space, where T's marker is)

0-RD T (does not go back to Start as specified by rule, rolls and moves)

O-TAKING IMPULSIVE FLIGHT

Physically leaves field of social interaction in an uncontrolled way. Flees all possible interactions with Other.

Truly impulsive and without consideration of Other, Self, or relationship rather than at Level 1 strategy intended to affect or control the Other.

Leaving interpersonal situation physically

We found no examples in our study.

0-GRABBING VERBALLY

Forcefully repeats the name of the other, often in a loud tone of voice. Usually no content as to the speaker's intent is given.

1-CLA	D	I get to go first (grabs markers)
0-PG		
0-VG	A	Hey, man!

	C	(rolls die off table again)
0-VG	D	God, Chris (exasperated tone)

Note: In both these expressions, no content is communicated to the other. The hearer is thus at a loss to know what the speaker means. However, if the speaker follows this with content, then do not code 0-VG, since the speaker does communicate his/her idea.

0-PG 1-OFF	D	Hey! (grabs marker) I'll move it up here (moves it to End space)
0-VG	J	D (partner's name)!

1-NEG	S	(shakes head)
0-VG	A	Aah, S (partner's name).

(Children arguing over who has to go back to Start when one lands on other's space)

1-CHE	D	(rolls die second time)
0-PG	C	(grabs die)
0-VG	D	Chris!

LEVEL 1 Negotiation Strategies

Notes Drawn from Selman's writing

Unilateral Control

Unilateral power through orders and threats: one person's perspective; no recognition that other has rights or psychological being

Level 1 behaviors are different from Level 0 behaviors in that the speaker does express her point of view. In that sense these behaviors indicate self-reflection in the moment. However, unlike Level 2 behaviors, Level 1 behaviors do not express a coordination between speaker and other's needs and wishes in the moment.

Construal of Self and Other

Construing other as separate individual with interests and desires that are viewed as necessarily in direct competition with those of self for scarce or limited resource so that only one individual can achieve goal

Acts victimized, appeals to source of perceived power from position of helplessness

Primary purpose to establish a position of sole power and control in the interaction--be it for Self or Other--so as to be able to be the one who decides who goes first, who gets what, or keeps what, who wins, or yields control to other

Affective Disequilibrium

Can only be changed or soothed if Self's perceived goal is achieved, but in no other way (I will feel badly until I get what I say I want)

Way of dealing with--internal feelings can only be changed through changes in factors external to Self

Unfairness means not getting what one wants

Justifications or explanations at this level focus on self's comparative skill, power, or efficacy rather than a joint focus on fairness or turntaking

Another aspect of Level 1 behaviors is a one-way relationship with authority. The speaker's behavior may indicate that she believes interpersonal relationships are defined by authorities (adults, teachers, parents, principals). Likewise, conventional rules of behavior or manners represent an authority which defines interactions.

However, the mere fact of addressing an adult in a request for help does not make the request a Level 1 behavior. The children in Selman's study often came upon tasks which demanded fine motor coordination greater than they had. Thus, many requests to adults are quite legitimate. Because one cannot tell from the narrative whether a request is based in a lack of fine motor coordination or a dependence on adult authority, this distinction is not made in the coding manual. A request to an adult is coded at Level 1 if it is an appeal for intervention in peer interaction.

1-APPEALING TO ADULT

Asks an adult to intervene in a matter between two children. At Level 1, the child is seeking support for his or her own side in a dispute, rather than a request to assist both of them (which would be Level 2). Can take the form of a tattle - "She won't give me the marker."

Note: Distinguish from Information Question to an adult, such as asking what time it is.

1-CLA 1-AA	E	I'll be the first one, you remember? (looks to adult)

1-NEG 1-CNEG	L	No, I'm counting right there. This one (moves marker to 4th space)

0-PG 1-NEG 1-AA	E	(grabs L's hands) No. Lady! (turns toward adult)

1-ASSERTING

States an idea, opinion, comment about Self's action or idea. Speaker is not responding to Other's ideas at this point, simply offering her own.

1-ASS	E	(I'm going to put it (her marker) back there where it was (puts her marker back on space)
0-PG	L	(grabs for E's marker)
1-CLA	E	It was right there (grabs L's arm). Leave it.
0-PG		
1-DEM		

1-COUNTING DOTS ON DIE AND SPACES IN GAME

Counts during a game using die to indicate number of spaces to move. Code as 1-CASS only enumeration--counting die and spaces.

This code is ambiguous with regard to interpersonal meaning. That is, the counting may be for the Self or to communicate with Other, or both.

Note: Whispered counting or unvoiced counting is not coded 1-CASS unless it seems to serve a communication purpose. If most of session is carried out in whispers, then whispered counting may be assumed to carry same communication purpose as other verbalizations. If you have to read the lips to know how the children are counting, this seems not to be an interpersonal communication, but to be for Self only.

Note: When a child recounts, do not code as a new 1-CASS.

Note: <u>When count is part of 1-OFF</u>, don't code as 1-CASS.

1-CASS S (rolls) 1,2,3. (spaces).

1-CNEG A Naw. (Moves S's marker) 1,2,3.
1-OFF

When child announces number after he throws the die, code 1-CASS as function is to assert the number. This is not a comment on the interpersonal interaction.

1-CASS C You got 4

When this is said after child retrieves die thrown off the table by other, also code 1-CASS as the function is to assert the number, not to comment on the interpersonal interaction.

However, when child corrects another's counting and says, "You got 4," code 1-CNEG. This is comment on interpersonal interaction (meaning "You didn't do it right").

Code as 1-CASS:

1-CASS C 3 (calling out number rolled by other)
Also:

1-CASS C (rolls) I got 1, 2 (counts spaces)

1-CHEATING

In a board or other game, deliberately breaks one of the previously agreed-upon rules. There must be clear evidence that the child intends to cheat and that he knows that he is breaking a rule. May look to see if Other is watching before cheating. At this level, the child often exhibits a sneaky attitude, with efforts taken to keep the Other from noticing violations; or she may openly take advantage of the Other's momentary loss of interest to cheat in a matter-of-fact way. Examples of cheating include rolling twice on a turn, taking two turns in a row, and turning die to number and setting it down.

Note: Code 0-RD when cheating behavior is impulsive, provocative, defiant, disrespectful. But: Saying "I'm going to win" is 1-CPT.

Note: Do not code CHE if child turns die but then rolls fairly. But if roll follows protest by Other, code the attempted cheat.

1-CHE S (turns die in hand)

1-RULP A No, you trying, no, you trying to find a 6 and put it right there without rolling it.

1-WIW S (rolls)

Note: Do not code CHE when child simply makes counting error. Skipping the space the other's marker is on (and failing to count it) is not cheating. It reflects a lack of logic of counting.

Note: When child gives plausible rationale for rolling again, don't count as 1-CHE.

0-PG K (rolls die and J catches at edge of
1-JME table) (moves 1, then grabs die from J)
But it went off the board.

R (lands on T's space)

1-CHE T (whispers, does not go back to start)

(T had followed the rule correctly 3 times earlier, even once correcting R when R mistakenly went back to start. In that incident, T put her own marker on start, exchanging places with T.)

1-CHE D (Rolls die again, quickly, so other can't get it before the roll)

In a situation where the child hides materials that are supposed to be distributed between the children, such behavior can be considered cheating.

1-DEM S Mix 'em all up.

1-CASS M 1,2,3,4,5. (puts one sticker in her hand out of view) 1,2,3,4. I have 4, same of you. You have 4 and I have 4.

2-SHO S (silently counts, touching 4 stickers) I think we dropped one on the floor. We did have 5 here.

Note: Cheating can be nonverbal only.

Ern (rolls die, moves 2 spaces; looks at Eri)

Eri (looks at adult, then Ern. Doesn't seem to realize that it's her turn)

1-CHE Ern (rolls die again, moves)

Eri (rolls 4, moves correctly, lands on Ern's space)

1-CNEG Ern Na-uh. You started (moves Eri's marker back to
1-CHE the correct starting space). . . you was right (then moves it back one space). . . right here. (moves Eri's marker ahead 4 spaces from this point) 1,2,3,4.

1-CLAIMING

Asserts that something (object or turn) belongs to Self, with no mention of anyone else's rights or needs in the situation. Often this occurs when child notices the other child eyeing a desired object.

Note: The speaker does not have possession of the object in question; no one has possession. If the other has the object, code 1-DEM.

```
0-PG        J  (aggressively occupying same spaces, too)
1-NEG          No, I wanta do it.
1-DEM
```

See also 1-GET. Note that 1-CLA is coded unless there is clear evidence of 1-GET or other category.

```
1-CHE       M (turns die to 6)  Look, I made 6, too.
1-CLA
```

A counterclaim that operates as a negation is coded negation:

```
1-CLA       A  I'm first.

1-NEG       B  I'm first.

1-NEG       A  I'm first.
```

```
1-CLA       A  I'm going first (tries to take die out of
0-PG           D's grasp)

1-DEM       D  Wait, wait!  (drops die)

1-CLA       A  (picks up die)  Ooo, I got it now.
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            (D & J dispute over the first turn.)

1-CASS      J  I got 6.

1-NEG       D  No, it's my turn (holds die out of J's reach)
1-CLA

1-CLA       J  I got 6.

1-NEG       D  No, it's my turn.  123456.
1-CLA
1-CASS
```

1-CLA K I'm the blue (grabs blue marker)

0-PG J (grabs K's hand with marker) Uh-uh, I'm the blue
1-NEG one.
1-CLA

Note: Code 1-CLA when number is in question, as when die is picked up by other before move is made, or to inform other because other did not see.

1-CLA J I got 6 (puts markers on Start).

Note: If " choosing chant" is used just to get child's way, than this is a Level 1 behavior. If, on the other, hand, the "chanting game" is used as intended (the ending syllable can occur on either child), then this could be seen as a Level 2 (perhaps 2-CPM or 2-TUR)

1-CLA D Bubble gum bubble bum in a dish, how many pieces do you wish? I get to go first. (grabs markers on Start).
0-VG A Hey, man.

1-NEGATING COUNTING CORRECTION

Corrects the Other's counting, either by counting over or by some other form of negation. In a board game where the die indicates the number of spaces to move the marker, the counting could occur either on the die itself or as the marker is moved along the board.

	J	(recounts move from incorrect space and moves 1 more than she did on first count)
1-CNEG	K	Yeah, that's right. 123 *(L) (affirming J's first count but negating the recount)

Note that the 123-counting is part of the negation.

1-CASS	D	(Rolls) 5.
1-CNEG	C	4
1-ACK	D	Yeah.

1-CASS	P	123 (moves 3 spaces, correctly)
1-CNEG	L	Naw, boy, _____. That's 123 (recounting with P's marker, incorrectly, making logical error).

1-CASS	L	(Rolls) 123456 (spaces).
1-CNEG	P	Nuh-uh, shook a 1.

1-CNEG 1-OFF	A	You're 'sposed to count (picks up others marker and moves it. 1, 2 (Other made logical error)

1-CNEG	A	You have to start (counting) from right here, S. (puts her marker back, correcting her logical error).

* "L" indicates that the child has begun counting with the space occupied at the end of the last count, resulting in the space being counted twice. Such counting indicates that the child has not constructed the logic of addition. This logic would lead him to see movement on the game path as a series of additions.

1-COMPLAINING

Expresses dissatisfaction about Self's own deplorable state. States a problem or feeling, often in a mild whining tone.

Note: Code 1-COM when the child is talking about his deplorable state, but 1-CRI when the child is talking about the other in a dissatisfied way.

1-COM	D	You're tryin' to make me lose again (whining tone)

1-COM	A	Uh-oh (when disadvantage occurs in game and is vocal expression of dissatisfaction).

1-COM	D	Aww, I don't want to go (just) one.

1-COMPETING

Tries to beat someone or be better than someone. The nature of the competition may be raw rivalry such as withholding materials from partner, saying, "I'm going to win" or "I'm winning" when untrue or when playing incorrectly, rejecting other's assertion of advantage when it is true, or irritation over other's advantage. May be displeasure over having thrown a lower number on the die than the other child or pleasure in a bigger number.

Includes statements indicating desire to win or consciousness of the opposition between players.

See 1-FT and 0-CPT

CAUTION: Some of these statements may be Shared Experience if uttered in friendly tone of rivalry. Talk about hypothetical competitive advantage is coded SE, 1-FT, unless nasty tone.

1-CPT	L	I hope Pedie get a 1.
1-CPT	D	Passed you, Chris.
	J	(Lands on ghost)
1-CPT 1-OFF	D	Aie (gleeful tone, but not malicious; grabs J's marker before J can get it and puts it on Haunted House space)
1-CPT	Eri	(correctly moves 3 spaces, jumps, claps hands) I'm catching up with you!
1-CASS 2-TUR	Ern	(rolls die, moves correctly 4 spaces) 1,2,3,4. (lands one space prior to End. Turns to Ern, smiles, taps her to get her attention, points to his marker). Your turn.
1-CPT	Eri	Whatever I get I'm gonna win.

1-CRITICIZING

Finds fault with the Other; pointing out actions that the Other has done that imply she has done something stupid or wrong, from the speaker's point of view.

Note: See 1-COM where speaker deplores own state.

1-DEM	J	Put your chair right there.
1-CRI	D	Why you have to tell me what to do?

Note: See 1-RULP examples where criticism pertains to failure to play the game correctly according to explicit rules.

1-SHO	J	It's green and brown (colors of dinosaur sticker)
1-NEG	K	That's orange, orange and brown.
0-PG 1-SHO	J	See (takes out of K's grip) See, green -
1-CRI	K	I know my colors, boy.
1-NEG	J	Green and brown.
1-NEG 1-CRI	K	Orange, boy, that's orange. You don't know your colors.

	D	(to adult) I'm ready.
1-CRI 1-ASS 1-COM	J	You didn't decide. I'm not ready. I got 2.
1-DEM 1-CRI 1-GET	C	Gimme. You took it from me. Let me smell it. I let you smell mine.

1-DEMANDING

Tells Other to do something in demanding tone or nonnverbally indicates, in emphatic manner, that Other is to do something. Most demands are in imperative form. Others express personal need or desire. They typically take the forms, "Give me___," "Let me ____," or "You have to ____," "I need_____," or "I want ____." They may also take the forms "You need to___" and "You better____."

May be nonverbal, but has imperative quality.

1-DEM	D	(points to R, indicating that it's her turn)
1-NEG	R	I already did. . .

1-DEM		(During dispute over who goes back to start) C'mon, throw it again (die).

Note: This is not 2-COA because it is an effort to pressure the other into going along with the speaker's interpretation of rule.

CAUTION: Impatient tone of voice is characteristic of demand, but not coax.

Note: Level 2 Directive often uses the same syntactic form as 1-DEM, but the context of 2-DIR indicates that the activity is actually well-coordinated among two people. Instructions for two people to coordinate their efforts are 2-DIR.

Note: Level 2 Suggestion also may appear in same syntactic form as 1-DEM, but does not refer only to the speaker's point of view. See also 1-CLA.

1-DEM	E	Get over here! (patting other chair)

1-DEM	J	We startin' over (overbearing tone)!
1-CLA	K	I had six.
1-CRI 1-DEM	J	But you ain't listenin' to my words. I said we got to start over.

1-EXCLUDING

Excludes Other from interaction with Self after Other attempts to initiate interaction. There must be evidence that the child is aware of the Other's initiative. This evidence does not have to be verbal (eye contact will suffice).

1-EXC I don't want to play with you.

1-EXC I want to play by myself.

1-EXC I don't want to play. You play by yourself.

1-EXC I'm not your friend.

1-GETTING ONE'S OWN

Makes sure to get just as much as anyone else, looking after her/his own interests first. There is a tinge of an "eye for an eye" morality about these interactions, as well as a reference to the past, when the Other has had the perceived advantage. One way children do this is to talk about turn-taking only in terms of getting their turn.

Note: Code 1-CLA unless there is clear evidence of 1-GET or other category.

J and D both want to go first.

1-GET	J	You went yesterday.

1-CLA	J	It's my turn, girl.
1-NEG 1-GET	D	Huh uh, that ain't yore turn. I ain't had mine.

1-ASKING FOR INFORMATION

Asks for information to maintain the speaker's own activity, not a joint activity. Can also be a request for some item or favor.

1-IQ L What color (marker) am I gettin'?

1-ACK E This (points to yellow marker)

2-SUG J I'll give you this one for this.

1-IQ K For what?

1-COM J I want get one of these with strawberries on the stickers (whining tone of voice).

1-IQ K Where? Where?

1-SHO J On that board.

1-CLA J I want this one. This one smell like perfume.
1-FT

1-IQ K Can I smell?

1-JUSTIFYING ON THE BASIS OF AUTHORITY

Invokes the authority of the adult present or some other authority to justify her position, or to justify noncompliance with someone else's request. This is not a logical explanation; there is an arbitrary element which is attributed to a higher authority.

B (takes dinosaur sticker)

1-JAU C (points to balloon sticker) She said take them all.

1-CPT K (moves to End space) I won. I won.

1-JAU C She said we could play 2 times. (picks up markers, puts on Start)

Note: If the appeal is to a game rule or a classroom rule, code 1-RUL.

1-JUSTIFYING ON THE BASIS OF SELF'S IDIOSYNCRATIC VIEW

Gives a justification for her position based only on her point of view: what Self wants to do herself, regardless of what Others want; her own idiosyncratic interpretation of the situation. It is often worded in the same way as Demand or as personal need.

1-JME	D	I'm first, C, because I already got it (the die).

1-DEM 1-JME	D	(die rolls off board) Give it here. I get to try again.

1-JME	J	(when he rolls die across board in irregular way) That don't count.

<u>But</u>:

1-DEM	D	No, I wanta do it (be first).

D and J argue over who goes first.

1-GET	J	You went yesterday.
1-JME	D	So, that's OK.

1-CLA	M	I'd like this one (picks up sticker)
1-DEM	S	I want that one, too. (picks up another)
0-PG 1-JME	M	(reaches for same sticker S just picked up, pulls it out of S's hand) I got it first.
1-NEG 1-JME	S	No, I was going to get it first.

(K has indirectly offered a sticker to C)

1-NEG 1-JME	C	Uh-uh, I don't want that one because this one smells like food.

1-INVOKING MANNERS

Sanctions the Other's use of conventional manners to get what Self wants. Refers rigidly to social convention as an authority. Includes "Be nice," "Don't grab," "Don't interrupt," "Say please," etc.

	S	(picks up a sticker)
1-NEG 0-PG 1-CLA	M	Uh uh. (reaches and grabs it) This is mine. I got it right. I. . .
1-RULP	S	You took it from me. You took it from me.
2-SUG	M	Let's do it all over again.
2-SHO 1-MAN	S	I was getting it, and you took it from me. It's not nice to take -

1-COMPROMISING BUT IN MOCK FASHION

Uses the form of compromise to settle a dispute, but for self-gain only. May offer to give up something not desirable to Self or Other. May offer a pseudo-choice.

0-BO 2-AOF	S	(withdraws, puts head on arms, is upset) M, that's why I'm mad.
1-MOC	M	You can get some (of the other stickers, which S has indicated that she does not want)

0-PG	K	(giggles, grabs sticker from J's hand)
1-DEM 0-PG	J	Gimme, K (grabs it back)
0-BO	K	(Lets go, giggles)
1-MOC	J	Decide which one you want.
1-ASS	K	That one.
1-NEG	J	Nope, decide (another one).

2-CPM	L	Let's say Eenie meenie miney moe (touches stickers)
2-CPM 1-MOC	Y	Eenie meenie miney moe. Catch a tiger . . . (makes it come on the Scratch-n-sniff sticker, which both want; starts to take)
0-PG 1-NEG 1-MOC	L	(puts hand over sticker) No (pulls sticker away) Now. Eenie meenie. . . (leaves S-n-S sticker out of this process)

1-NEGATING

Rejects or disqualifies Other's idea or action, giving no weight, credibility, or importance to Other's point of view. Since there are any number of ways in which one can disqualify the logical basis of another's idea or action, it is not possible to give a syntactic form for negation. The speaker is in essence saying, "There is no basis for what you just said/did."

NOTE: Correcting another's counting (whether speaker is right or wrong) should be coded 1-CNEG (Counting-Negation)

1-NEG A No, you didn't.

1-NEG S Yes I did.

May be nonverbal:

1-OFF LaT (moves LaR's marker, recounting) You had a 6.
1-CNEG

1-NEG LaR (moves marker two spaces ahead of where LaT had placed it)

Note: A counterclaim that operates as a negation is coded negation:

1-CLA A I'm first.

1-NEG B I'm first.

1-NEG A I'm first.

Note: Do not code self-negation as NEG. NEG implies negation of the other.

1-IQ S Which one did you skip?

1-ACK M I skipped this one. Nuh-uh, I was here and then I did all those ones (spaces).

1-OFF O (hands sticker to L and reaches for one in L's hand)

1-NEG L (withdraws hand, does not pick up sticker)

1-OFFERING

Gives unasked-for help in a take-over way. In contrast with a suggestion, this behavior has no tentative quality to it; she is in reality telling the Other what to do. It has a "butinski" quality to it.

In a board game, this code is used when a child is correcting the other's move by doing it for him/her.

R (moves 2 spaces)

1-OFF T (moves R's marker forward one space) You had 3.
1-CNEG

This is not 1-SHO because she does not attempt to communicate how the move is three (R had made a logical error in counting; there is no effort to persuade from the other's point of view, so it is not level 2.

1-RULP D You're 'sposed to count (picks up other's marker and
1-OFF moves it) 1, 2 (Other made logical error)

1-OFF S (lands on A's space and moves him back to Haunted House space)

Note: Code 0-PG if in course of moving other's marker, child grabs it to keep other from getting it. Code 0-PG also if child moves other's marker when other is trying to get marker back. It is not 0-PG, however, when there is an attitude of rule respect. Also, watch out for possibility that this may be a one-sided attempt at showing or explaining (1-SHO).

May be nonverbal:

R (Lands on T's space but puts her own marker back on start)

1-OFF T (Exchanges markers so that T's rather than R's is on Start)

1-SEEKING ADULT'S PERMISSION

Asks the adult for permission to do something that is more approprately in the realm of peer negotiation. Requests for permission of the adult that are appropriate (e.g., leaving the room to get water or use the restroom) do not fall into this category.

(As children begin the game; child looks at adult and asks)

1-PER C Can I have the blue marker?

(Children have been arguing over who gets to sit in which chair; one child turns to the adult and asks)

1-PER C Teacher, can I sit in this chair?

1-INVOKING CONVENTIONAL RULE

Refers verbally or nonverbally to an explicit rule of the game or classroom. The expression of the rule may be correct or incorrect. Appeals to rule as an authority. Sometimes an incomplete statement of rule.

See 1-OFF when speaker moves Other's marker as part of expression of rule respect. See 1-RULP

May be nonverbal:

S (Lands on ghost)

1-RUL T (points to HH)

1-RUL M You start right here (points to Start).

Note: 1-RUL is used as interpersonal communication of rule. It does not include nonverbal following of rule (moving back to start or HH)

Note: A Demand that invokes a rule is coded 1-RUL.

T (marker lands on G)

1-RUL C (points to HH) Go back right here.

1-ACK T (moves marker back to HH)

Exception: When players disagree about the rule and negate one another, continued assertion of the rule may take on characteristics of 1-DEM.

(D lands on K's space)

1-RUL K You go back.

1-NEG D You.

1-NEG K No, you.

1-NEG D You. You got to go back.
1-DEM

Note: 1-RULP (Rule-protest) is coded when reference to rule is in context of protest against Other's perceived violation of explicit rule.

1-PROTESTING VIOLATION OF CONVENTIONAL RULE

Protests against the Other's perceived violation of explicit rule. This often takes the form of an accusation against deliberate deception or unfair behavior. Note: The protester may be right or wrong.

See 1-RUL also.

Note: Do not code negation when it is part of 1-RULP. 1-RULP implies a negation.

1-CHE	C	(Turns die and shoves it)
1-RULP	K	That didn't roll no 5. You 'sposed to do like that (rolls).

But:

1-CASS	P	123 (moves 3 spaces, correctly)
1-CNEG	L	Naw, boy, _____. That's 123 (recounting with P's marker, incorrectly, making logical error).

1-CASS	L	(Rolls) 123456 (spaces).
1-CNEG	P	Nuh-uh, shook a 1.

	LaT	(Turns die in hands)
1-RULP	LaR	I see you.
1-CHE 1-CASS	LaT	(Places die on board) 123456 (spaces)
1-WIW 1-CRI	LaR	123456 (CNT). You cheated (rolls die).

1-RULP 1-OFF	K	You're 'sposed to count (picks up other's marker and moves it) 1, 2 (Other made logical error)

1-BEING SARCASTIC

Says the opposite of what is meant, to "put down" the Other or to extract humor at the expense of the Other. Not a tease. Tone of voice is important.

1-CASS	J	(picks up 3 stickers) You just got 2.
1-DEM 0-PG	D	Give me one of them (looks in J's hand, takes sticker)
1-COM	J	I got 2, too. I just got 2.
1-SAR	D	That's good, Woody Woodpecker.

1-SHOWING OR EXPLAINING

In contrast with Level 2 Showing or Explaining that involves coordination, this category includes responses to another's request for information or explanation. It is not as clearly "other-oriented" as Level 2. It may be minimally verbal or nonverbal, or both, usually a fairly brief exchange.

1-IQ	Jea	(picks up her marker) Where was I, was I here? (places marker on space where she was before)
1-SHO	Jes	No, here (points to another space)

1-RUL 2-IQ	R	You can - you can land on a ghost but then you have to go back, right?
1-NEG 1-SHO	M	No, if you're going somewhere. . . and like this (taps marker along path) and if you do this (moves marker)

1-TATTLING

Complains about or states to an adult what another child has done. Includes but is not limited to acts against the Self as well as perceived violations of conventional politeness.

1-TAT	S	(to adult) Every time I get this one, she takes it from me.

1-THR 1-CRI	C	I'm gonna go tell. You won't gimme one of them little ones (leaves).
	K	(leaves)
1-TAT	C	He won't give me one of those little ones.

1-THREATENING OR BRIBING

Introduces some condition which is intended to impel the Other to do or not do something. Tells or implies some undesireable arbitrary consequence which the speaker will bring to bear on the Other ("I'll brain you.") Attempts to use relationship-oriented resources of power and control to get one's way: "I won't be your friend anymore, unless. . ." "I'll like you if. . ." "If you come over now, I'll give you some of my ice cream." An unspecified consequence may also be coded here.

Focus is not on changing Other's feelings but only behavior. Often what really is at stake, although it may not be clearly perceived by the participants, is getting one's own way at the expense of the Other, rather than actually acquiring the goods or services under negotiation.

L and E engage in solitary activities, E playing the game alone, L marching around, singing. L seems to be trying to engage with E.

1-THR	L	I'm gonna give you a surprise.

1-THR 1-CRI	C	I'm gonna go tell. You jwon't gimme one of them little ones. (leaves)
	K	(leaves)
1-TAT	C	He won't give me one of those little ones.

1-INITIATING AND WITHDRAWING

Takes the initiative to make a suggestion, action, or protest, but gives in quickly if this suggestion is perceived to be rejected. Giving in quickly resolves the disequilibrium. 1-WIW is characterized by acceptance of Other's view manifested through failure to pursue own contrary point of view.

	LaT	(turns die in hands)
1-RULP	LaR	I see you.
1-CHE 1-CASS	LaT	(places die on board) 123456 (spaces)
1-WIW 1-RULP	LaR	123456 (CNT). You cheated (rolls die).

Where a 1-WIW is at the same time an acknowledgement, code WIW:

	K	(lands on J's space)
	J	(starts to move K's marker back)
1-NEG 1-RUL	K	Huh-uh, you!
1-WIW	J	(moves own marker back to Start)

1-OFF 2-RUL	S	(lands on M's space, moves M's marker back to Start) You have to go back 'cause you were here longer.
1-DEM	M	You have to go back, too (moves S's marker to Start)
1-NEG 2-RUL	S	Uh-uh. You have to go back 'cause you were here longer (moves own marker back to its space).
1-CASS 1-CASS	M	(rolls) Two. 1, 2 (makes 2 big hops and lands in space with S) 1, 2 (spaces).
1-WIW	S	(rolls) 3. 1, 2, 3
1-WIW	M	(moves marker back 3 spaces, 2 spaces from start)

2-RUL	C	You gotta go back, and then I go stay here.
1-NEG	L	No!
1-NEG	C	Uh huh. You were there first and I . . .
1-DEM	L	I have to come back to here (puts her marker on Start)
1-ACK 1-WIW	C	Oh, yeah. How can I be so dumb?

LEVEL 2 Negotiation Strategies

Notes Drawn from Selman's writings

Reflective Reciprocity

Other is construed as potentially receptive and reasonable.

Attempt to control other's interests and intentions through persuasion, manipulation and influence peddling

Refers to needs, wishes, motives that underlie other's behavior

Strategies to coordinate interests so each gets what he wants

Asserts Self but wants to make this secondary to Other's wants

Follows but offers input to Other's lead

Confronts marked inequality

Self seeks to achieve a self-oriented goal rather than goal that represents an integration of desires of both self and other

Establishes equilibrium through fairness rather than controlling force

Self-interested cooperation or psychological manipulation

Considers the Other's perspective at least enough to speak to one another's concerns. Self's goals are still more important than the process used to achieve these goals and than how the Self's interests affect the mutuality of the relationship.

Recognizing that it is possible to change Other's thoughts and feelings through (self-interested) communication.

Primary purpose to "make a pact" satisfactory to each party. Agreement is to be achieved by either getting Other to change his perspective to accommodate that of Self or changing Self's perspective to fit with that of Other--instead of mutual accommodation.

Affective Disequilibrium

Locus and cause--subjectively as well as objectively caused due to conflicts within Self (I want that toy but I also want you to play with me)

2-ASSERTING OWN FEELINGS

Expresses a personal feeling as an appeal to Other to emphathize and act out of consideration for Self or to understand Self's point of view.

(The two girls have tried to divide the stickers by placing them face down on the table, mixing them up, and choosing, but M continues to find ways to cheat)

1-DEM 2-AOF	S	Mix 'em all together. That's why I'm mad. You won't mix 'em together and you want all your side. That's why I'm mad at you, M. You won't mix 'em together.

2-APOLOGIZING TO THE OTHER

Sincerely expresses apology, in contrast to automatic poiliteness of social convention. An element of contrition is necessary. Eye contact is part of sincerity of apology. Tone of voice is also an essential indicator of sincerity.

Note: See 1-MAN

2-APOL Je Sorry. (after bumping Ju with her elbow)

M (moves S's marker by mistake)

1-NEG
1-CRI
0-PG
S No, you're doing the wrong one (grabs marker from M)

M (holds onto S's marker)

0-PG
1-CLA
1-DEM
S (pulls at M's hand) You're doing the wrong one. That one's mine. . . . Gimme back mine.

1-ACK
2-APOL
M (pulls on marker, making growling noises, then notices her own marker on the board) Oh, oops. Sorry.

2-CHECKING OUT WITH OTHER

Asks before acting: the child gives Other the chance to object or offer suggestions before proceeding. Child checks to make sure what she is doing is agreeable to Other. Form taken is often a statement followed by "OK?" or "Right?" However, the appearance of this form does not automatically mean it should be coded 2-CHOW. In 2-CHOW, the speaker seeks affirmation or non-affirmative information from other. Speaker is open to non-affirmative information.

Checking to make sure what one is doing or wants to do is OK with other.

2-CHOW	M	I was right here, right?

1-FT 2-CHOW	D	If you say boo (points to ghost), you gotta go all the way back here (points to Haunted House space), right?

But:

1-DEM	L	You go out there and wait for me, OK?

Here, the purpose is not to solicit affirmation or non-affirmation but to obtain acquiescence.

1-CASS 1-CASS	K	(counts dots on die) 1,2,3,4,5,6. (counts spaces, moves) 1,2,3. . .
CNT 0-PG	C	1,2,3,4 (with K) (Grabs K's hand)
1-DEM	K	Stop it!
0-PG 1-OFF 2-CHOW	C	(holds K's arm away, picks up markers) I'm gonna do it for you, okay?

Also, be on watch for shared experience in same form:

1-FT	J	I jumped over him (ghost).
1-ACK	N	Oh
2-FT	J	Cause he didn't catch me, right?

2FT	J	That house (space) is a haunting house, right?

2-COAXING

Urges or cajoles Other to do what Self wants, through gentle courtesy or flattery. May take form of asking a question or repeating the Other's name gently, frequently after earlier attempts to obtain compliance from the other have failed. The key is in the low-intensity tone of voice and question inflection, since in the transcript alone (without benefit of the video) repeating Other's name in coaxing way can look like 0-VG if not considered in the context of the previous interaction.

1-CASS C (rolls) 1. I wanna go again. (pleading tone,
2-COA looks at K)

1-NEG K (shakes head)

2-COA C Please?

(The game ends. J wins, K is unhappy. Adult asks if children would like to return to class)

K Nope. (He wants to play again.)

J Yep.

K I don't.

2-COA J C'mon. . . (pleading tone of voice)

(D thinks A has cheated, and refuses to take a turn)

1-CASS A 1,2,3,4,5,6. Go on.
1-DEM

1-NEG D Nope.

1-DEM A Go on.

D If you want . .. (unintell)

2-COA A Would you please go?

2-PROPOSING COMPROMISE

Tries to settle a dispute by proposing that each give up something. They must adjust their positions a little to accommodate a solution before proceeding with the activity engaged in. In contrast to mock compromising (1-MOC) where the speaker would actually not give up anything.

1-CLA 1-CLA	C	I'm red. I'm first.
1-NEG	K	No, I'm first.
2-CPM 2-JWE 0-PG	C	You got to roll the dice to see who's first. That's how she--that's how we did it the other day (reaches for L's marker that is in his hand).

	A	(Lands on D's space, looks at D expectantly)
1-RUL	D	Yep, you gotta go all the way back.
1-NEG 1-DEM	A	No, you go.
1-NEG 1-RUL	D	Uh-uh, 'cause I was right there first.
2-TAA	A	(To E) What he 'sposed. . . . Is that right, he have to go all the way back to the house?
1-RUL	D	I got there first.
2-CPM 2-CHOW	A	So me and you're gonna say (stay?) that, OK?
1-ACK 2-CPM	D	Right, me'n you are right there (both on same space; neither goes back).

(After arguing over whether to play another game or whether one will play by himself)

2-CPM 2-FEE	M	I'll tell you what. I'll give you it (pushes board to A). Then I'll do it again. How about that?

Note: When a rhyming game such as "Eenie, meenie, miney mo" or "One potato, two potato" is used to settle a dispute, code 2-CPM if the child conducting the chant ends it fairly (no skipping or attempts to manipulate the sequence). If, however, the child does attempt to manipulate the outcome favorably for herself, code an additional 1-MOC.

2-CPM	L	Let's say "Eenie meenie miney moe".
1-MOC	J	(starts touching stickers and chanting) Eenie meenie miney moe (makes it come out on the Scratch n' Sniff sticker for which both girls have expressed a preference; starts to take sticker)

2-FEE	A	Wanna play it again?
1-ACK 1-DEM	D	Yeah. Get one (marker)
2-FEE	L	You ready to go back?
1-NEG 2-CPM	D	No. Bubble gum, bubble gum in a dish. How many . . (appears to make no attempt to influence outcome of chant)

2-SUG	S	Mix 'em all up.
1-ACK	M	Okay.
	S	(closes eyes and chooses)
1-CHE	M	(takes 3 or 4 while looking)
1-RULP	S	You have your eyes open.
1-NEG	M	Huh uh, you took. . .
1-NEG 2-SHO	S	Huh uh, I was closing my eyes until I found out you had your eyes open.
2-CPM	M	Ok, let's put 'em out like this (turns them over)

1-AA 2-CPM	E	(to adult) I have 5, and she wants another one. Is that all you have? (puts one on table) And if I give her one, I'll only have 4, and she'll have 5. Or you can take one (meaning adult), and we'll both have four.

2-DIRECTING

Tells Other to do something in coordination with Speaker or another (in contrast to demanding or commanding at Level 1). Directives are about activities being executed at that moment, while suggestions pertain to the future (even if only a few minutes later). Sometimes the form is "Let's" or "We". (Sometimes takes the form of a demand, but is benign rather than negative or harsh in tone.) Sometimes the form resembles a suggestion, but the directive is not given as negotiable.

1-ASS	D	I want to play again.
1-ACK 2-DIR	J	Yeah. Let's play again.

2-DIR	D	All right, now let's begin with the game.
		(A and D are having a shared experience about the static electricity in their chairs shocking them)
1-FT	D	(sits) Ouch, that's staticky too.
2-DIR 2-SUG	A	We better stay off of these. We could sit on our knees.

2-RAISING ISSUES OF FAIRNESS

Calls attention to issues of fairness and pragmatic equality--taking turns, making sure that everyone gets the same chance.

2-FAIR K If you skipped this one, that's not being fair. You have to be fair.

1-CHE A Bubble gum, ... (points to D on last syllable, then to self)

2-FAIR D You pointed at me first.

0-DR H You keep your mouth shut while the game plays.

2-FAIR P Then that means that you have to keep your mouth shut.

2-DIR S Let me mix 'em all up (mixes)

M (puts down one; keeps 4 of hers close to her)

2-FAIR S Now you don't know which one's which.

2-FAIR Ern You need one more 'cause I have 1,2,3,4,5,6. 1,2,3,4. You need one more.

2-INQUIRING INTO OTHER'S FEELING OR MOTIVE

Inquires into or comments about Other's emotions in a neutral or positive fashion such that Other knows his feelings are accepted. In general, the speaker asks "Why?" Includes comments on other's possible or probable feelings.

2-FEE A You just don't want to get the ghost.

2-FEE D You glad you catching up with me.

2-FEE J You're mad cause I'm whipping you, that's why.

2-FEE M You don't wanna play it one more time?

2-FEE M Why'd you put it down like that?

2-FEE J Why do you always say "Man!" when I do it?

2-FEE A You always want me to lose.

Note: An information question asking only for repetition of factual information would be Level 1. The more psychological nature of the motive inquiry and an awareness of inner feelings makes it a Level 2 behavior.

1-CASS C (rolls, counts dots on die) 1,2,3,4,5,6. (puts
1-DEM marker on Start) Wait . . . this one. (pickes up
2-FEE other marker and shows it to K) You want this one?

2-ASKING FOR INFORMATION

Asks for information about activity in which Self and Other are engaged, in order to facilitate the activity. It is distinguished from Level 1 Information Question which asks for information needed for the speaker to work alone.

2-IQ	L	Are we gonna' do it (the game) again?
2-IQ 1-CLA	N	Who goes first? Me.
1-CHE 1-CASS 1-CHE 2-RUL	M	(turns die over to 6) Six! 1,2,3,4,5,6. (moves spaces, skips 6th space to land on S's space) You stay longer, you have to go all the way back to Start, remember?
2-IQ	S	Did you skip some . . . did you skip this one? (points to 6th space)
1-NEG	M	(shakes head no)
2-IQ	S	Which one did you skip?
1-RUL	Y	You have to go . . . (moves L's marker back to Start)
2-IQ	L	And then I have to go all the way back around?
2-SHO 2-IQ	Ju	You coulda went. . . (picks up marker, moves back to Start, shows with marker) You were right here? (points to Start)
1-ACK	Je	Yeah.
2-IQ	Je	You counted one from here? (points to Start space)
1-DEM 2-IQ	D	(points to one of C's stickers) I want this one. (starts to pick it up) Can I have it?

2-JUSTIFYING IN "WE" TERMS

Justifies action or opinion in terms of point of view of group in which speaker includes Self as one member.

E I think your class is in the library. Ready to go?

D No

A Just one more.

2-JWE D We know where the library is (to E)

2-JWE A We want to play again.

2-ASKING PERMISSION FROM ADULT

FOR SELF OR OTHER

Asks permission from adult for group or for Other.

2-PER A Can we play two times?

2-PER E She said she wanted to talk on the microphone (to A)
(not in tattle-tone of voice, but as supplication.)

2-PER D We want to play it 10 more times. Can we?

2-INVOKING RULE

States or refers to a rule in the game or classroom in complete way, in a real effort to make Other understand in order to continue play. May be incorrect, but speaker honestly believes statement to be correct.

Score 2-RUL when noncompliant acknowledgment is followed by stating a game rule.

2-RUL	V	Nuh uh, huh uh, you're right, you're right here (ghost), so you go here (moves V's marker to correct HH space and then moves it back to original space)

2-RUL	J	Well, right here you have to go all the way from here to there (to win space)

1-CASS	S	(rolls die) Five. 1,2,3,4,5. (lands on M's space)
2-RUL		You have to go back, all the way back to Start, because, you know, you were here longer?

1-CASS	M	(moves) 1,2,3,4,5. (lands on S's space, knocks S's marker over)

1-CASS	S	Five. Hey, don't knock me off. (starts to set up
1-DEM		marker, then moves back to Start) I was here
2-RUL		longer, I have to go all the way back to Start.

2-SHOWING AND EXPLAINING

Clarifies through verbal and nonverbal elaboration. Explains in terms of coordination or conditions necessary for shared experiences. May include reasons for demands and directives, etc. The focus is on changing the other's *understanding*, not the other's *behavior*, as in 1-DEM.

1-CRI	R	You cheatin'!
2-SHO		Uh-uh, when it fell, it turned to a 6.
2-SHO	D	This is how you do it (puts K's marker on starting space, looks at K) Mmm, 1, 2, 3 (says Mmm on space occupied, to avoid logical error)
1-CASS 1-CASS	S	6. 1, 2, (touches ghost)
0-PG	M	You landed on the ghost (grabs S's hand, giggles)
SL	S	(giggles with M)
1-NEG 2-SHO	M	4, 5, 6. I don't have to go back, 'cause I didn't land on the ghost. I land on the Haunted House.
1-DEM	K	You gotta go (points to Start)
1-NEG	C	No, I don't. No, I don't.
1-NEG 1-RUL	K	Uh, huh. That's how you play.
1-NEG	C	I ain't even stop on no ghost, see there.
1-NEG 1-SHO	K	Uh huh, because when I got right there, you s'posed to move way back over there.
1-NEG 2-SHO	C	But I wasn't right there. I was back there (points to space before) when you got right there.

2-SUGGESTING

Proposes activity or assistance that will, if accepted, take place subsequently. Suggestion or offer is not a demand or directive, but is clearly negotiable. Other has option not to accept. May include a tag question.

2-SUG V Let's play again?

2-SUG C Let's play it over.

2-SUG A Hey, I got a good idea. How 'bout if we . . .
(whispers)

May be a polite directive or command with a question intonation.

These questions share the property that they involve the other as a person with rights and needs, assuming that the other may legitimately reply on the basis of her needs or wishes.

2-SUG M (looks at die) One. . . can you count it with me, please?

1-COM D Aww, I always get 1!

1-ACK A OK, you want me to give you a 6?
2-SUG

2-FEE K You like this clock. I'll give you that for that.
2-SUG (points to sticker in J's hand)

Note: Here the child makes an offer of a trade which could be considered desirable to the other child. If offer is of a less desirable object, action, code Level 1-MOC.

2-TURNTAKING

Sets up a turn-taking sequence or referring to one already in effect so that others will know and agree. Primary purpose is to coordinate efficiently an endeavor.

2-TUR P You go first.

2-TUR L Your turn.

Note: Code 1-DEM when the above is spoken with impatience, anger, or Other affect that indicates that the intention is to pressure the other rather than to remind him/her of the mutually agreed-upon sequence.

1-CASS D (puts marker on Start) 1,2 (spaces) Your turn, K.
2-TUR

2-TUR M Yours! (slides die toward S). . . turn.

2-TUR J Now your turn. I did mine.

UNLEVELED CATEGORIES

The categories in this section appear to have significance for the coding of interpersonal understanding but could not be defined at any given level.

SHARING LAUGHTER (SL)

Laughs with Other, making eye-contact.

There should be evidence of a sharing of pleasure, not just independent pleasure at the same thing. Usually, this will be part of another codable category of shared experience. When one child looks at the other and laughs, but other doesn't look at him/her, it is not a shared experience.

UNINTELLIGIBLE (U)

When there is nothing on a behavior turn except something unintelligible the child says, code U. The point here is to know how many interpersonal interactions there were that we could not interpret.

If there is only an unintelligible verbalization on a roll and move, code U and not RM. It's not fair to consider this unit non-interactive when there was an interaction we cannot interpret. Do not code U when there is other codable behavior.

If there is an unintelligible on a turn that consists only of counting, code U in addition to counting. This indicates that there is a social interaction in addition to mechanics of game.

LOOKING AT ADULT

Looks at adult without talking. Reasons include waiting for permission; to obtain help with rules; to control partner, admonish, or in expectation of adult intervention; out of guilt (e.g., before or after cheating, or other out-of-bounds behavior).

We were interested in the degree to which children's play in the board game was adult-regulated, so considered that the number of times children looked at the adult might be an indicator of this pattern in the classroom. However, we could not decide the children's motive in this behavior and omitted it in our analysis.